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This report includes several contributions concerned with the PACE program of the Elementary Secondary Education Act, Title III. One editorial reviews five previous studies of PACE and another is devoted to the need for "process evaluation" of Title III projects. Also included are descriptions of three PACE projects, in Los Angeles, California, Michigan, and Connecticut, as well as some comments by Congressmen and a Senator. Such PACE aspects as inservice training and school community relations are also discussed. (NH)

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PACEreport

MAY, 1969

a new feature--

Setting the Pace Through Title III

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EDITORIAL

How the "Experts" View ESEA Title III

Traditionally, our scholarly community has tended to react conservatively, with restrained approval rather than enthusiastic endorsement and with direct criticism rather than muffled dissent. These characteristics should be considered when evaluating new programs such as PACE. If their evaluations are enthusiastic then one must conclude that the program is at least that good.

This pattern has been the consistent one found in a study of five major studies of PACE.

The first national (independent) study of ESEA Title III, directed by Professor Richard I. Miller of the University of Kentucky, concluded: "Considering everything--weaknesses and strengths, blunders and triumphs, politics and purity--Title III has thus far achieved outstanding success, probably more so than other ESEA titles." 1/

The second report (1968) of the Second National Study of ESEA Title III, also directed by Dr. Miller, was a concise two-page summary, receiving the unanimous endorsement of the academic specialists and public and state education officials who comprised the group of more than 30 individuals who worked on the project. In part, this report reads:

1/ Subcommittee on Education, Committee on Labor and Public Welfare, United States Senate. Notes and Working Papers Concerning the Administration of Programs Authorized Under Title III of Public Law 89-10. . . . Washington: U.S. Printing Office, 1967, p. 89.

In the course of its work, this study team has examined several hundred Title III proposals and inspected close to 200 projects in the field. Taken as a whole, considering the 2,500 projects that have been funded over a period of two years, we believe that PACE is serving in many communities across the nation as a dynamic and positive force for educational improvement.

The study team feels that education has much at stake in the continuation of Title III's spirit of venture capital--the first 'thinking money' many school districts ever had--and in the success of the states in building upon this thrust. Otherwise, if Title III should someday lose or forget this major premise and early promise, it is predictable that of necessity another fund will emerge elsewhere, quite possibly from those agencies dealing with the agony of the cities, to recover and resume the unique quest that was Title III's. The nation has a right to expect that education will lead in its own renewal. Title III is the sharpest tool to that end. 2/

The third study was written by Professors Charles S. Benson and James W. Guthrie of the University of California at Berkeley, and based upon visits to 60 projects in 30 states by a team of observers. 3/ This study (December, 1968) reaches much the same conclusions that were set forth in the previous two studies The "Benson report" reads, in part:

> It is the general conclusion of this study that Title III has performed a unique and valuable role in stimulating innovation in elementary and secondary education. . . .

2/ Title III National Study Team, "The Continuation and Strengthening of Title III," 1968, p. 2.

3/ Charles S. Benson and James W. Guthrie, An Essay on Federal Incentives and Local and State Educational Initiative, pp. 15, 34.

Title III appears to exert a kind of 'carrot' effect; the more venturesome, those who are willing to risk a measure of comfort and security in hopes of performing a service and rearranging the system, are given an incentive. Our observations provide us with numerous examples of such outstanding and intensely committed persons. They range from coast to coast geographically and include the MIT educated mathematician and musician who directs the Orff-Schulwerk project, the dedicated team of teachers which daily drives its fleet of science vans over the rutted roads of eastern Tennessee, the extraordinarily skilled technicians who plan, build, maintain, and utilize the science center. These and literally thousands of others are individuals who, in all probability, would never have entered or would have soon left education without the advent of Title III. . . .

In conclusion, we wish to re-emphasize our positive assessment of Title III. We are struck particularly with its ability to stimulate fruitful change and to encourage the participation of highly qualified persons. To come full circle, Title III appears to represent a badly needed source of new energy for improving education in the United States. . . .

The Arthur D. Little Consultant firm was contracted to do a study of the ESEA Title III program in the state of California. In commenting on the overall PACE program, the report said:

> We have come to regard ESEA Title III as "the leverage title." If adequately funded and managed, the contributions from projects supported by Title III funds can have manifold and far-reaching effects for years to come 4/

A fifth study, and one in progress, is being undertaken by the Department of Rural Education of the National Education Association.

4/ Arthur D. Little, Inc., An Analysis of Regional Planning Agencies in California Funded by ESEA Title III. San Jose, California: San Jose Unified School District, 1968, p. iii.

With 62 percent of the responses in, one conclusion is emerging that is particularly significant; namely, that ESEA Title III funds <u>are</u> serving as catalysts for change, that the funds are serving as springboards for further action. When the superintendents were asked if they planned to continue PACE activities beyond the three-year federal funding period, 32 percent said "yes," on the same scale; 41 percent said "yes," on a smaller scale; 11 percent said "yes," on a larger scale; and only eight percent replied "no, or not likely." The fact that the vast majority of PACE projects will be continued by local monies is perhaps the strongest evidence of the program's success.

GUEST EDITORIAL

PROCESS EVALUATION: The Key to More Significant Projects

By

M. Harold Truex, Project Evaluator
Student-Oriented Classroom
Hagerstown, Maryland

The recent press releases by HEW Secretary Finch regarding the imperative need for updating our traditional educational system may have shocked some laymen but few educators. Most educators find themselves in agreement with the Secretary's assessment that our present educational system is not meeting the needs of a sizeable proportion of the school population. It is obvious that educational change must occur. The question is not only what new programs are needed, but also what proven procedures are available to carry out these programs. Secretary Finch noted that no one is really certain of what educational procedures and techniques are working or will work efficiently. He has suggested,as a first step in resolving this impasse, the funding of small-scale research projects to provide reliable data for decision-making.

Secretary Finch's proposals corroborate two themes consistently presented in the PACEreport concerning ESEA Title III projects: (1) Surveys of projects show the necessity for more careful planning from project inception to termination. (2) Evaluation must be assigned a more important role in both project thinking and budgeting. Better planning and more adequate evaluation are mandatory if we are to make an impact upon the direction to be taken in this era of impending educational change.

Investigative projects are in progress in many innovative demonstration centers funded under ESEA Title III grants. Some of the most

promising research studies to determine new directions in education are now being conducted in these innovative centers. Here new structures and procedures are tried and evaluated in field settings. While the overall worth of Title III projects is in no way questioned, this article is an expression of concern that in many projects provision for change and refinement is not written into project proposals or even considered desirable. From project visitation, literature distributed at dissemination conferences, and investigation of available project proposals, it is apparent that process evaluation is omitted from many projects.

The prescribed procedures for compilation of project proposals to an extent impose input and context evaluation upon project planners. There must at least be an idea which has been developed according to these stated procedures to receive project funding. The submission of the proposal for review to competent outside consultants again assures meaningful planning. The design for product evaluation needed for project assessment is evoked by a number of questions in the guideline for the original proposal or the recontinuation grant. However, questions which relate to process evaluation are more oblique. These questions do not always elicit a plan for continuing process evaluation. It is in this area that planning and evaluation are weakest.

For some, innovation because of its very novelty is considered good and needed. In such projects it is only a matter of waiting for the terminal evaluation to vindicate the wisdom of the original choice of project objectives and supporting procedures. Often there is a perverse pride in the fact that no change has been needed or implemented since the project was begun. A three-year wait for an ultimate verdict of success or failure is not an adequate evaluation. Projects which do not incorporate a provision for process evaluation are losing the opportunity to refine and verify techniques while malleability remains. When project funds are terminated, there is little hope for inclusion of revisions to make a working system that will be acceptable for school adoption. Failure to achieve a working system from investigative projects limits the role of educators in guiding the direction of educational change.

Among the reasons why many educators may be reluctant to change aspects of procedure during the research phase of a study is the pressure of training and profession to respect most research which embodies the experimental model. Experimental methodology has contributed much to the body of educational research, theory and know-

ledge. Unfortunately, it has also fostered an attitude of rigidity in approaching research within the unique demands of the educational setting. The experimental method requires decision as to procedure and then rigid application of that procedure during the experimental period.

The experimental model, while well suited to short term laboratory experiments, is not totally fitted to evaluation of long term, innovative research in actual educational settings. Innovative demonstration centers cannot allow their research opportunities to deteriorate into a rigid imitation of the experimental method. Researchers need not become unscientific when they make required modifications in the experimental model to fit the reality of the educational mileau. One such modification is the inclusion of process evaluation into a total system to anticipate and provide direction for change.

The necessity for process evaluation is greater in education than in pure science research fields. Educational research is largely statistical in nature and probability of accuracy lies only in a consensus of studies. Reported research in education may not have universal meaning. The following educational research factors are given as illustrative of these limitations: (1) Investigative procedures and methodologies range from the reported survey to a rigid experimental method. (2) Insistence of investigators upon coining terminology, rather than using a standard terminology. (3) Existence of variables which are not adequately recognized or analysed by the investigator. (4) Pressure for favorable findings when educational funds have been appropriated for research studies.

Educational research varies so in quality and reporting that it is unrealistic to expect to transfer structure, procedures and techniques from research findings to the reality of the educational demonstration setting without modification.

Process evaluation is frequently the difference between the "no significant difference" investigative project and one which is molded into a valid system. Isolated techniques which produce results in keeping with project objectives may be found, but it is highly unlikely that a total project can be researched, edited and implemented into an operational system without refinement and verification. Even the most carefully researched context evaluation to select support procedures for a desired program demands the inclusion of a mechanism

for change. Process evaluation must be written into the system as the key mechanism to insure the change requisite to success.

The role and proper usage of process evaluation can be understood only when this phase of evaluation is seen as an integral part of a total model of systems analysis. Two excellent systems analysis models are the model adapted by Daniel Stufflebeam for educational use and the model reported in the January 1969 PACEreport which was specifically designed for ESEA Title III projects. A basic purpose of systems analysis is to insure that there will be continuing evaluation at every level from planning to terminal evaluation of a completed system.

There is obviously need for more adequate product evaluation for informed decision-making for future application of innovative programs, but product evaluation alone is an incomplete answer to the problem of finding viable programs and procedures. The wastage of many good innovative educational procedures may be laid to the lack of continuing evaluation which could point out problem areas and the direction for necessary revision. Promising investigative projects end frequently in the conclusion of "no significant difference" between experimental and control groups. This is particularly worrisome since in many cases there is a consensus of administrators, instructional staff and parents that basically the project worked and produced valuable results. Evaluation must accomplish at least two functions to be adequate: (1) It must facilitate the refining of structure and technique. (2) There must be an assessment of program effectiveness to allow administrative decision-making. Ideally both process and product evaluation must occur concurrently,each in varied stages of completion. It is in the first of these areas that many project evaluations are lacking.

The reason for the existence of innovative demonstrative centers is to influence educational change by providing viable programs which have been tested and refined in field settings. Administrative policy makers in public education will not be brought into acceptance of new programs by an ultimate statistical judgement but rather by demonstrated success of a project throughout its life. Such demonstrated success can best be sssured by provision from project inception for guided change through process evaluation. Change to better attain project objectives stimulates the development of more viable programs and thus increases the chance for inclusion into the regular programs of public education. Demonstration centers should not be satisfied with the vague, limited role of adding to the body of research know-

ledge. The larger role is in direction of change in an era of educational crisis.

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PROJECT REVIEWS

PROJECT Quest

By

Charles Nagel, Director
Los Angeles County
Superintendent of Schools Office
Los Angeles, California 90015

INTRODUCTION

Project Quest, funded under Title III, ESEA, in July, 1967, is a three-year program to develop new designs for innovative approaches to health instruction through interdistrict planning.

The Project was developed to benefit 90,000 children in the public schools of Downey, Duarte, El Rancho, Inglewood, and Torrance Unified School Districts and as many as 12,000 children in private and parochial schools in the districts.

Mounting health concerns on the part of parents and school personnel in the five school districts sparked the project in motion.

Each of the five districts substantiated the need to embark upon a quest that would design an exemplary, sequential health instruction program for kindergarten through grade twelve.

Documented statistics in California, as well as in the nation, pointed out the need for a comprehensive and innovative approach to health instruction. The five districts, as well as many others throughout the United States, have discovered the "plug the gap" program in health areas of family life, sex education, venereal disease, alcohol, tobacco, and narcotics holds little hope to meet the critical health problems.

GOALS

The most striking factor in all data gathered in the districts committed to the Project was the lack of any continuity in health instruction in elementary or secondary schools.

Faced with these salient facts, the Project took the approach of a step-by-step plan to achieve desired goals with the final product--a health-educated individual.

The major goals of the project are:

1. Using empirically validated evidences, students will demonstrate at least a 10 per cent gain in knowledge, as measured by pre/post tests, in the areas of mental, social, and physical health appropriate to the students' age and grade levels.

2. Using knowledge gained, students will demonstrate at least a 10 per cent gain, as measured by pre/post tests, in attitude toward the practice of good health for themselves,their families, and their community.

3. Given satisfactory accomplishment in knowledge gain and attitude development, the students will be able to establish priorities in meeting mental, social, and physical health problems by discriminating, on a range scale, between health practices of major importance and those of lesser importance.

4. Given satisfactory accomplishment of the above goals, students will demonstrate in their daily living an increase in the use of good health practices, significant at the .05 level of confidence, as determined by the students themselves, the health instruction teachers,and the parents on pre/post tests and observations.

The operational objectives of Project Quest are:

1. To develop, pilot, and evaluate nine health instruction guides;

2. To experiment and evaluate instructional approach;

3. To present and evaluate inservice education to 250 teachers, nurses, and principals; and

4. To construct, evaluate, and refine pre-and post-tests for kindergarten through the sixth grade, junior high and senior high schools in the five unified school districts.

The description of the procedure:

1. First Year: Developing health instruction guides and experimenting with innovative approaches to the learning process.

2. Second Year: Inservice education and try-out of material in selected schools. Evaluation of guides, tests, and approaches.

3. Third Year: Inservice education and try-out in all schools. Evaluation of project and final draft of guides and tests.

ORGANIZATION AND OPERATION

When the Project was first planned, the interdistrict planning committee recognized the varied philosophies and administrative operations prevalent in the five districts. The differences were due to the many needs of the multi-ethnic groups, high and low socio-economic levels. In assessing these conditions, the Project was challenged to serve a real cross-section of population. In order to meet this situation the following organization was developed.

- An Executive Committee, composed of representatives from each district, to meet bi-monthly as a policy-making body.

- Besides the directors, the Project Quest staff consisted of eight teacher-writers who were classroom teachers representing all grade levels. The effectiveness of these teacher-writers was beyond all expectations. They not only represented their districts but came to the project with a diversified background and teaching experiences. Their roles in the Project consisted of writing the health instruction guides, preparing pre- and post-tests, and serving as inservice consultants and observers.

- The Community Advisory Committee was organized to give support and advice within each respective school district. This group consisted of personnel from many professions and from public and private organizations.

The Project proceeded on the basis of a (1) new curricular design which would meet the health needs of the learner--a learner-centered approach; and (2) a new instructional "loop" to determine what to teach, based on pre-tests, analysis of pre-tests, selection of objectives, and learning activities to accomplish the objectives. Periodic tests were used to determine level of student achievement.

EVALUATION AND DISSEMINATION

These two designs were tried out in a pilot program during the past year. An inservice program for 100 classroom teachers on an after-school or Saturday meeting arrangement was only partially successful. Approximately 20 hours of inservice time was devoted to implement the guides, tests, and evaluation procedures. The results of this program have identified the inservice needs for the districts and the needs for more health education preparation.

The results of evaluating the inservice program were:

1. Differences of philosophy on health teaching procedures were very evident with the majority of pilot teachers. Recommendation was to offer a better teacher education program in health instruction.

2. In the elementary grades inservice program,the span of grade levels of (K-3)-(4-6) were too great for a good working relationship. Recommended to have only one or two grade levels for inservice group.

3. The pilot teachers were overwhelmed with the size of the guides. Recommendation for next go-around was to present sections of the guides.

4. Inservice meetings were scattered throughout the fall term, some weekly as best arranged and based on district's scheduled functions. Recommended that meetings be consistent on a certain day each week or two consecutive days every week.

5. Inservice program was conducted only after school. Absences, tardiness,and fatigue were constantly affecting the progress of each group. Recommend release time be given if at all possible for next program.

6. The content, instructional pattern, and evaluation procedures were presented with limited opportunity for experimentation in the pilot teachers' classes. Recommend more experimentation be required for all teachers in their classes.

7. The innovative approach on content and methods of Project Quest created passive resistance in the case of at least 50 per cent of the teachers. Recommendations were to relook at the inservice program and process and innovate new ways to relate to teachers.

CONCLUSION

The Inservice Program had negative and positive affects on the pilot teachers. This is evident due to many factors--namely,

1. Positive
   a. Teachers welcomed a new approach to meeting health needs of students.
   b. Behavioral objectives instruction created interest.
   c. Administrative support was appreciated.

2. Negative
   a. Lack of release time to experiment for district function.
   b. Tired of inservice education for another subject area.
   c. Not willing to change.

The results of the try-out period during the first half of the spring term were:

1. All teachers proceeded to give pre-tests to determine where the students were in their knowledge, attitudes, and practices. Based on the results of the pre-tests, the following conditions were evaluated:

   a. 30% of teachers had difficulty in administering the pre-test.
   b. 60% of the teachers had difficulty in analyzing results.

c. 40% of the teachers indicated student interest in the tests.

2. All the teachers used the guides' objectives and learning experiences as directed by the pre-test results. Rating forms on the effectiveness and appropriateness of the objectives and learning experiences were used.

   a. It was evident by the returns of the rating forms that approximately 50 per cent of the objectives were adaptable, but many of the learning experiences needed resource materials which were not immediately available.

   b. Approximately a 35 per cent change was necessary in the first draft of the guides.

3. As a specified amount of coverage was completed, post-tests were administered. The following results were evident during a five-week instruction period:

   a. Senior High School results were:

      Fourteen teachers and 25 classes in high school were involved with the Quest material. All classes showed an increase of 9.8% to 35% in the raw scores from pre-tests to post-tests. The greatest gains came in those classes where the teacher closely followed the Quest pattern.

   b. Junior High School results were:

      Pre-tests and post-tests were administered to fifteen classes by eleven pilot teachers. For all tests there was a 15% increase.

   c. Elementary School results were:

      Pre- and post-tests were administered to seventy classes in grades kindergarten through sixth grade. There were 10 classes in each grade level. Complete evaluation of all classes is still in process at this writing. The range of increases was from 0 - 35% on the raw scores from pre-test to post-test. Limited ability to take tests in primary grades was evident by the scores.

PLANS FOR CONTINUATION

The plans for continuation of the Project after federal funds are no longer provided are:

The districts are gradually phasing-in during the third year as follows:

a. Inservice program for one class in each grade level in each school.

b. Using the former teacher-writers as health coordinators in each district.

c. Production of tests and supplementary materials for all teachers.

d. Try-out of material and evaluations for all classes.

e. Preparation for full implementation for the fourth year.

The Assist Center

By

David L. Heinzman
Disseminator

ASSIST Is To Assist and Much More

INTRODUCTION

In English-speaking countries "assist" means to help. In Wayne County, Michigan, where assist is also ASSIST, it means to help and much more.

ASSIST (Wayne County version) stands for Activities to Stimulate and Support Innovation in Schools Today. It's a supplementary education and information center funded by Title III of the Elementary and Secondary Education Act of 1965 and administered by the Wayne County Intermediate School District.

PRIORITY NEEDS OF CHILDREN

A year-long study focusing on the priority educational needs of children in Wayne County preceded the establishment of ASSIST. The study was made under a Title III grant and was conducted by over 80 persons from all walks of life. Besides educators, persons on the study committee represented business and industry, labor, social agencies, the PTA and other community organizations.

Twelve priority needs were identified by the study. The top five to which ASSIST addresses its efforts are:

1. Fostering positive self-concepts in students.
2. Increasing motivation for learning.
3. Understanding students as individuals for purposes of instruction and psychological development.

4. Increasing teacher understanding of the learning process.
5. Helping teachers deal with problem students found in regular classrooms.

Four major components of ASSIST are engaged in helping Wayne County's 27,000 public and non-public educators meet these five needs. These components are Action Programs, Evaluation and Research, Staff Development, and Information Services.

ORGANIZATION AND OPERATION

Action Programs has directed its major focus in two areas: (1) the development of a "self-actualization" curriculum and (2) an instructional, task-oriented workshop for teachers and paraprofessionals.

Working in three elementary schools and sharing its developing curriculum with a number of others in Wayne County, Action programs has as its goal a new "curriculum" which will help teachers become adult models of "fully-functioning" people; that is, using their capacities to the greatest extent possible, enabling them to establish a teaching-learning environment that will maximize pupil growth toward self-actualization.

The teacher-paraprofessional workshop is designed to open and to keep open communication between teachers and their full-time aides, especially in problem-solving, and to up-grade teaching skills in the area of individualizing instruction. The workshop is unique in that the 30 teachers and a like number of para-professionals are participating together as a staff without differentiation between the certified and the non-certified person.

Staff Development has sponsored a number of conferences and workshops designed to provide inservice training for those involved in the change process. It is currently concluding a 16-week workshop for 75 Wayne County elementary school principals. Workshop goals have been to provide experiences and skills to help principals increase their leadership effectiveness and to create a more "open climate" in their schools. The participating principals represented most public districts in the county and many parochial elementary schools.

The Staff Development component has sponsored consortiums on self-concept, value clarification, achievement motivation, indivi-

dualization, and force-field analysis. It has developed a program to promote the creation of instructional materials by classroom teachers. The program provides substitutes while the teacher works on equipment at the ASSIST Center. It also provides materials, technical assistance,and equipment to enable teachers to develop high quality instructional materials.

Other activities of the Staff Development component have included a parent education program to improve parent-child communication; a series of training workshops for teachers in cross-age tutoring, and a workshop in self-concept for directors of special education from eight Wayne County school districts.

EVALUATION AND DISSEMINATION

Evaluation and Research provides in-depth analysis of Action Programs, Staff Development Activities and Information Services. This component assesses educational priorities of the community and evaluates programs of the ASSIST Center, and aids evaluation of priority-based programs of local districts.

Information Services researches the educational literature, and conducts information and dissemination programs. Research/reference specialists are located at the ASSIST offices in the Wayne County Library Headquarters and at the Wayne State University Library,Detroit.

Information Services limited its service area at the beginning of the project to Wayne County educators. Recently it expanded its potential service area to the entire state of michigan. This new responsibility developed through the installation at ASSIST of a regional information system developed by the Michigan Ohio Regional Education Laboratory (MOREL).

Backbone of the Information Services program is an educational "action line." This is a telephone service which provides information, references, and direction on all aspects of education. To date, nearly 2000 Action Line requests have been processed by the Center. Some of these are responded to immediately; others necessitate research which is conducted both at the Center, and at the Wayne State Library Action Line requests are also accepted and processed by mail.

Information Services has a second telephone service for Wayne County educators. Known as DIAL (Dissemination of Innovative Acti-

vities thru Listening), it's a weekly recorded message, about two minutes in length,devoted to topics of general interest in education.

Research documents gathered through ERIC (Educational Resources Information Center) are available at the ASSIST Center on microfiche. Other research documents and periodicals are available on microfilm. Many other professional resources including a Central Files Listing of exemplary Programs in the Detroit Metropolitan area, materials and instructional aids, copies of textbooks, workbooks, catalogs and programmed instructional kits are also available.

The Center has also become a Central Education Depository for the schools of Wayne County. This is a collection containing copies of negotiated teacher contracts, school and district policies, report cards, publications and other materials collected from the county's 39 school districts.

Two films have been produced by the ASSIST Center. The first, "TARGET: Eddie Daniels," was produced to depict the study committee process, the development of the project, and to disseminate information about program elements which have since become reality through the operation of the Center.

The second film, "Self-Concept--Marc's World," identifies and depicts elements of exemplary on-going programs in Wayne County Schools which enhance student self-concept.

These films can be ordered, rental free, from the Audio-Visual Department, Wayne County Federated Library System, 33030 Van Born Drive, Wayne, Michigan 48184.

Judging from the numbers of Action Line calls received, the thousands of visitors who have toured the ASSIST Center,the thousands of educators involved in ASSIST sponsored workshops and conferences, it's apparent that ASSIST is having considerable impact in its service area.

Evaluation is a continuous process. Several surveys of needs and interests have provided project goals and focused project activities. Massive testing using the Self-Concept and Motivation Inventory (Milchus, Farrar, and Reitz) have established baseline data in grades 1 through 6, and yielded diagnostic dividends which are aiding the development of the "self-actualizing" curriculum. Unobtrusive

observation schedules are being developed for the behavioral objectives within the values curriculum. Content analysis is frequently used.

Following the Elementary Principals Effective Leadership Workshop, the principals significantly improved their consistency toward progressive versus traditional beliefs on Kerlinger's "Education Scale VII." A post-test of the 1200 teachers working with these principals using Halpin's and Croft's "Organizational Climate Descriptive Questionnaire" (OCDQ) will prove if the attitudes changed and skills learned effect the administrative climate of the school. New urban norms had to be formulated.

One of the most popular of the demonstration activities turned out to be the parent education program on developing self-concept. Process and participant assessment has helped in shaping a packaged program. Coopersmith's Mother's Questionnaire was used for discussion purposes.

A user survey on the information service is attempting to determine how the information is utilized by the clients. In addition, a recommendation survey with regard to continuation is underway to determine which services the local educational readers still want.

Over 700,000 public and non-public children attend schools in Wayne County. Their teachers are learning, and with good reason, to look to the ASSIST Center for assistance and much more.

PLANS FOR CONTINUATION AFTER TERMINATION OF PACE FUNDS

The ASSIST Center is completing the second of an anticipated three-year operation through Title III funding. Prospects for continuation of all or part of the Center's program after June of 1970 are currently being investigated. Quite likely, a portion of the program will be continued by the grantee, the Wayne County Intermediate School District. Funding for these services could include expanded local and/or state revenues. Also under consideration is the possibility of providing services to local districts on a charge back basis. As of this date, no firm continuation arrangements have been made.

Persons wishing more detailed or specific information about the ASSIST Center or its programs should contact Dr. Samuel Mangione, Director, 33030 Van Born Road, Wayne, Michigan 48184.

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PROJECT Read

By

Jane Perez
Director of Reading
and
Dr. Doris E. Nason
University of Connecticut

INTRODUCTION

Project Read is an adventure in learning for 300 first grade youngsters in two New Britain schools. The purpose of the study is to test the effects of a special inservice teacher education program upon the reading achievement of first grade youngsters, and to evaluate the possibility of utilizing group learning activities structured to meet individual reading readiness needs. Project Read, a cooperative study between the University of Connecticut and the New Britain School System has the assistance of many New Britain specialists, such as the Coordinator of English as a Second Language, the Coordinator of Speech and Hearing, and the Reading Teacher. All visual aids needed by the participating staff were made by a graduate student attending the University of Connecticut.

ORGANIZATION AND OPERATION

Plans to initiate Project Read began in May of 1968 with the screening of all kindergarten pupils. The results of the screening identified those readiness areas requiring additional reinforcement before any formal reading could be taught, and assisted in the grade placement of youngsters. A teacher's handbook discussing the prereading skills,the use of test results, and activities and procedures

for the improvement of all major readiness areas was prepared and distributed to all participating teachers. In September of 1968 the scope of the entire program was reviewed at a full-day inservice program at the University of Connecticut which was attended by all participating teachers, principals and assisting specialists. This meeting also helped to clarify any questions participating teachers had concerning the initial stages of Project Read. This was the only inservice program planned by the steering committee....all other inservice meetings have been planned by the teachers involved in the program. Following the initial inservice program a thorough pupil screening was completed by all teachers to identify both the strengths and weaknesses of their pupils. This screening provided teachers with the data for the formation of the initial learning groups. Pupils excelling in a particular area became the group leader or "teacher" of a specific learning group. This is a role that really motivates youngsters toward excellence....they want to become a teacher!

At the beginning of the program, learning groups concern the areas of beginning reading skills such as, auditory discrimination, visual discrimination, oral language development, vocabulary enrichment, identification of letter names, and recreatory reading. As children grow in competence in these areas, new groups are formed which follow the first grade skill patterns. The use of such media as headsets, record players, tape recorders and language masters add an interest dimension that motivates youngsters and stimulates learning. The children participate and rotate in group learning sessions for approximately one hour in both morning and afternoon sessions, with each group activity utilizing from twelve to twenty minutes time. The rapid pace and change of group activities encourages pupil participation and keeps his interest active. During each session the first grade pupil participates in whole class activities,small learning groups, team learning situations, and individual activities. The program is structured to the youngster's span of attention and encourages movement. The child is constantly responding, not at his desk quietly doing assigned seatwork, some of which he cannot understand, awaiting his turn at the reading group. As the child grows in ability, his needs change and so do his group learning activities. The most rewarding aspect of Project Read is that the youngster does not feel the discouragement of failure, nor does he experience the pressure of trying to keep up with a reading group which is quickly passing his performance level. Learning is something he enjoys, and succeeding is one of the joys of learning.

Project Read is structured to encourage both pupil and teacher growth. Daily group learning activities enhance pupil growth in social maturity, while carefully paced learning at a speed the pupil can manage reinforces his academic growth. Teachers grow in organizational skills, are guided in methods that provide more effective pupil diagnosis, encouraged to construct materials for specific pupil needs, and instructed in procedures and techniques in the use of media and materials.

DISSEMINATION AND EVALUATION

Four films were prepared and presented by Channel 30, "Connecticut Classroom," to acquaint the community with Project Read. These films will also play an active role in the city-wide first grade inservice teacher education programs scheduled for next fall. Teachers currently participating in Project Read are evaluating every phase of the program as well as materials and will assist and participate in next year's inservice programs for all first grade teachers.

A formal evaluation of the overall program is scheduled to be completed during the month of May, 1969. So far, teacher observations and reports, as well as pupil response, have been most encouraging. Teacher comments, such as: "My youngsters know all capital and lower case letters already, and it's only December....I can't believe it!" "I don't have to worry about discipline problems any more. The kids are constantly moving and busy." "It's wonderful watching these youngsters respond to learning in their groups." "Pupil teachers are doing a wonderful job....they inspire the group to learn....everyone wants to be a teacher!" Parents have commended the program because of the social growth they can observe and the way the kids talk about what they are doing in school. Said one parent: "I couldn't encourage my youngster to talk, now I can't keep her quiet!" The youngsters are most verbal about their program...."I like teaching....it's fun to help kids," "I like the headsets," "It's easy to work the tape recorder if you can read the words on the tabs!" "I like the letter-name exercises," "I like to listen to the stories on tape," "Puppets are the best!" One youngster summed up group learning by saying, "This is where the action is!"

Congressional Comments

ESEA Title III

The United States House of Representatives by a vote of 235 to 184 approved H.R. 514 on April 23, 1969. The bill, which provides for a two-year extension of the Elementary and Secondary Education Act of 1965, has been referred to the Senate for consideration.

Title IX, consolidation of Special State-Grant Programs, stipulates in Section 903 that "It is the purpose of this title to combine within a single authorization, subject to the modifications imposed by the provisions and requirements of this title, the programs formerly authorized by titles II and III of the Elementary and Secondary Education Act of 1965 and by Titles III-A and V-A of the National Defense Education Act, and except as expressly modified by this title, Federal funds may be used for the purchase of the same kinds of equipment and materials and the funding of the same types of programs previously authorized by those titles."

PACEreport invited four Congressmen and two Senators with differing viewpoints to briefly comment on this legislation and to discuss how its impact will effect the projects sponsored by Title III.

Honorable William H. Ayres
House of Representatives
Republican representing Ohio

I am delighted to have the opportunity to comment for PACEreport on the effect of H.R. 514 as passed by the House of Representatives.

The four programs consolidated into the single state grant are very similar. Each is a state grant program administered under a State Plan approved by the U.S. Commissioner of Education, with funds distributed among the states on a formula based upon population and distributed within each state as determined by the state agency. That should be enough similarity to make consolidation easy and painless.

In fact, if we cannot take this initial step toward consolidation of federal programs we obviously are doomed to a continued proliferation of categorical grant programs to the point where everybody concerned with them chokes on the red tape involved. I would suggest to those interested in educational change that they at least keep an open mind on this modest change in federal administrative requirements. There will be absolutely no change made in the substance of the Title III program or in the existing pattern of administration.

The new consolidation title in H.R. 514 would not go into effect until fiscal year 1971; the budget requests for fiscal year 1970 indicate nothing more than the fact that this is a very tough year for federal funds and the Bureau of the Budget has some value judgments about where temporary cuts should be made. These judgments may or may not be shared in Congress, so that there may be relatively more funds appropriated for Titles II of ESEA and Titles III-A and V-A of NDEA than there are for Title III of ESEA, and if such a pattern held for fiscal year 1971 when the consolidation goes into effect then those interested in the other programs might well complain that they would have to share funds with Title III projects. In my judgment, Titles III-A and V-A of NDEA and Title II of ESEA are more popular in the Congress and with most school people than is ESEA Title III--so the fear of having to share funds with those programs (despite the Budget recommendations) may be quite unrealistic.

In fact, the strongest argument in favor of program consolidation is the very existence of this fear--because it typifies the narrow interests that grow up around narrowly conceived federal grants. These interests, however well-intentioned, actually impede education-

al change. The whole point of the consolidation of these four programs is that--admittedly within a range which has a floor built into it (a state cannot cut out any one program below 50 percent of the fiscal 1969 level)--states and localities can utilize these limited funds to approximate more closely educational needs as these are seen at the state and local level.

If the Title III programs are unable to compete on those terms in the estimation of state and local school officials, they probably do not merit the degree of protection afforded by the consolidation title.

Honorable Walter Mondale
United States Senate
Democrat representing Minnesota

I have serious reservations about several of the provisions in H.R. 514, the bill recently passed by the House of Representatives extending and amending the Elementary and Secondary Education Act. I am particularly concerned about the effects that the amendments will have on the innovative, creative purpose of ESEA Title III programs.

By combining within a single authorization, Title IX, the programs currently authorized by Titles II and III of the Elementary and Secondary Act, and Titles III-A and V-A of the National Defense Education Act, the bill places a program dedicated to innovation in direct competition for funds with three programs which do not include this experimental emphasis. I have favored the use of federal funds to stimulate and encourage exemplary education programs, and I am very deeply concerned that in a period when funds are extremely limited, the purposes and objectives of Title III may be lost or severely compromised as a result of consolidation. I am concerned, for example, about future innovative curriculum development under this consolidated approach.

My concerns are heightened by an understanding of the appropriations requests of the Nixon Administration for each of these four

programs in Fiscal Year 1970. The Administration has requested a cut of some $49 million from the current 1969 appropriation for Title III of ESEA. In addition, the President has requested no funding whatsoever for Title II of ESEA and Titles III-A and V-A of NDEA. Collectively, the Administration's proposals recommend a total of $116 million for all four of these programs, compared to the $311 million appropriation for these programs in Fiscal Year 1969.

As a result of the House action to consolidate these four programs, and the Administration's pending recommendations for substantial decreases in the total funding for these programs, I believe that the best way to preserve the purpose and the funding of the creative, innovative thrust of Title III of the ESEA is to preserve it as a separate Title with separate authorizations and appropriations.

Honorable Carl Perkins
House of Representatives
Democrat representing Kentucky

I have great concern about the so-called consolidation amendment involving the merger of Titles II and III of the Elementary and Secondary Education Act with Titles III and V of the National Defense Education Act.

My first concern is that this is a device by which, under the consolidation, the four programs will have to be sustained with a smaller single appropriation for all four. Some hint of this occurs with the administration's budget submission for the fiscal year beginning this July 1. No funds are being proposed for Title II of the ESEA nor for Titles III and V of NDEA. If the budget estimate is similar for the ensuing fiscal year, what would normally be Title III funds will be divided in some fashion among the four consolidated programs. On the other hand, if we were to assume that appropriations were at least at the level they are for fiscal year 1969, some programs would be enlarged at the expense of the reduction of other programs in many states.

Evidence before the House Education and Labor Committee indicates a continuing great need for efforts in all the four fields affected by the merger. For this reason, I think a national effort should be maintained which assures that guidance and counseling services, instructional materials and library resources acquisitions, Title III activities, and science and other instruction equipment programs be encouraged and guaranteed funds in each state. All of these programs have operated successfully and with praise and acclaim from the education community. Under these circumstances, it seems to me to be risky to endeavor to change these programs at this time.

I strongly favor reducing the paperwork involved in the administration of these programs,but I am not convinced that the so-called consolidation will have this effect. The consolidation amendment carries with it many new requirements, some of which are new to some of the programs being merged. For these reasons, I oppose the consolidation amendment to HR 514.

Honorable Albert H. Quie
House of Representatives
Republican representing Minnesota

One of the problems of local schools is to keep track of many federal programs. The consolidation of Titles II and III of the ESEA and Titles III and V-A of the NDEA in a new Title IX is a step in the direction of simplifying administrative procedures for local schools.

The four consolidated programs have similar formulas. Under the House-passed H.R. 514, there would be one formula and one state plan instead of four state plans. The consolidation will cause no problem, but will protect the interests of the local schools so they can spend money in the particular area where they have need, whether for guidance and counseling, for more equipment, for textbooks and library resources, or for some new innovative programs under Title III. It will enable them to have more flexibility to do a better job than presently is the case.

Title IX becomes effective in Fiscal Year 1971. It uses the 1969 Fiscal Year appropriation to determine further allocations. Under this new title, no state plan would be approved unless it provided for the allocation of funds equal to at least 50 per cent of the appropriations provided in Fiscal Year 1969 for each of the four components. There is another saving clause to prevent any state from receiving less than its Fiscal Year 1969 allocation. The 1969 Fiscal Year's appropriation for each of the Titles is as follows: Title II, ESEA: $50,000,000. Title III, ESEA: $164,876,000. Title III, NDEA: $78,740,000. Title V-A, NDEA: $17,000,000.

The federal government would provide the money to the states and the states would allocate the money according to their approved plans.

In answer to questions raised about de-emphasis of certain programs, under the present authority, the Office of Education can de-emphasize one or more of the four Titles. Under the consolidation Title, the determination of emphasis would be made by the local school.

Concern has been expressed about the failure of the present administration to request funds for Fiscal Year 1970 for three of the Titles in this consolidation. As indicated above, Fiscal Year 1970 appropriations will not be used in determining funds for Fiscal Year 1971, when the new Title will become operative.

I am disappointed with the budget request for the programs covered by this consolidation amendment and I am seeking additional funds for Fiscal Year 1970.

Is PACE (Inservice Training) ON TARGET

By

Don Davies
Written while Dr. Davies was Executive Secretary for the National Commission on Teacher Education and Professional Standards. He is now Associate Commissioner of the Bureau of Educational Personnel Development, U. S. Office of Education.

Nearly everyone agrees that the quality of educational personnel is a powerful factor in the Nation's efforts to improve elementary and secondary education. Further, the majority believes that training (inservice) is a major part of the manpower problem and that most traditional training programs simply are not good enough. Several new federal programs, including PACE, are stimulating efforts to improve the manpower and training condition in education.

Two questions to be considered here briefly are these: What contributions are PACE efforts making to solve manpower and training problems? Are the PACE teacher training efforts on target with reference to the objectives of the PACE program? Four questions based on the objectives of PACE describe the target: (1) Does PACE encourage school districts to develop imaginative solutions to educational problems? (2) Does PACE facilitate demonstration of worthwhile innovations in educational practice through exemplary programs? (3) Does PACE assist school programs in more effective utilization of latest knowledge about learning and teaching? (4) Has PACE contributed to the creation, design, and intelligent use of supplementary centers and services?

What contributions are PACE efforts making to solve manpower and training problems?

PACE has clearly produced a heightened concern about and acceptance of responsibility for training on the part of hundreds of school systems. More school district responsibility, initiative, and authority for inservice training with less reliance on university courses and university initiative is a significant development stimulated by PACE.

By far the most common PACE program in teacher training is some variation of a multi-purpose center, in which the developments of staff, curriculum and curriculum materials are of prime importance. The centers provide new vehicles for inservice training and are typically operated under the control of a school district, usually serving several school districts and often a state region. The centers provide in fact a consolidation and extension of resources and services. For example, a single center serving a region provides for teachers in several high school subject fields training programs that either would have to be offered by some of the districts themselves or not be offered at all.

The multi-purpose centers and other PACE-supported efforts are characterized by a close tie between curriculum and inservice training. The typical PACE proposal states that a program for training teachers is to do something specific in relation to changes in school programs or objectives: to teach the new mathematics curriculum which a district has adopted; to utilize the new machines and equipment which the district has purchased or wishes to purchase; to work with teacher aides which the district is hiring; or to work as a part of a team rather than in a self-contained classroom organization.

Still another characteristic of PACE efforts, less common than the ones identified above but still significant, is the utilization of technology for inservice training. Televised inservice courses on a state-wide or regional basis, multi-media training packets, the tele-lecture, and the talking blackboard are examples of means found in a number of proposals and in some of the programs operating to reach a large number of clients efficiently and quickly.

Other contributions of PACE to date are to be found in only one or a very small number of programs. However, because these contributions are part of the national PACE program and information about

them will be disseminated widely through ERIC reports and other means that may influence teacher training more widely. Some examples of these budding contributions are these: (a) the idea of training teachers to train teachers and educational staff; (b) utilization of a demonstration school or schools as a training device; and (c) staff development programs, organized on a vertical basis to include parents, volunteers, aides, assistants, teachers, supervisors, and principals. Such programs usually involve the intensive training of a team of educational staff members to work in a specific school.

On the negative side, there are several important contributions that PACE efforts might be making but do not seem to be. The most important of these limitations and missed opportunities are these: (a) inadequate attention to involvement of teachers in planning, developing and conducting programs (the concept of inservice training as something that someone does for and to someone else still prevails); (b) inadequate attention to the special needs and problems of disadvantaged children in urban slums and rural poverty areas; (c) inadequate attention to manpower and training needs of early childhood programs; (d) inadequate attention to developing "models" or systematic patterns of training which can be tested, revised,and then operated on a widespread basis; (e) inadequate attention to utilizing possible relations between preservice and inservice training (the concept that the two phases of teacher education are separate and to be planned and conducted with little mutual reference also seems to prevail); and (f) inadequate attention to training people at the middle-management level--that is, team leaders, department chairmen, principals and assistant principals, coordinators and supervisors.

Is PACE on target?

PACE clearly has assisted many school districts in developing imaginative solutions to educational problems such as identifying, recruiting, and training manpower needed for new school programs. In addition, PACE has made possible a number of things that have been discussed for years but seldom implemented--for instance, school-college cooperation in planning inservice training programs and regional consolidation of inservice training efforts.

PACE has certainly facilitated the demonstration of worthwhile innovations in educational practice with reference to teacher training. There is little evidence of new inventions--programs or mechanisms not previously seen any place before--but considerable evidence of innovations--educational plans or programs new tc a given school,

district, region, or state. There is no doubt that some of the exemplary programs in teacher training made possible by PACE--for example, the Atlanta Instructional Center--have had substantial ripple effects in other districts and regions.

The teacher training efforts of PACE have assisted school programs in more effective utilization of latest knowledge about learning and teaching. This statement holds at least for those programs which have given special emphasis to training and which have linked changes in curriculum and instruction to specific training efforts.

PACE has clearly contributed to the creation, design, and intelligent use of supplementary centers and services. The multi-purpose centers mentioned earlier are the greatest contribution of PACE to date in relation to teacher training. These centers offer supplementary services to school staffs and students.

In summary, PACE has been on target in what it has made possible in teacher training. The accomplishments are not all they could and should have been. Nevertheless, PACE has made an important contribution to the beginnings of what is most needed now in American education: vastly different, more effective and more efficient ways of training and utilizing human talents and of harnessing those talents with technology to develop effective, relevant educational programs for children.

Recommendations

From this consideration of the effectiveness of PACE, the following, briefly stated recommendations seem pertinent: (1) Much more emphasis on evaluation of pilot training efforts with widespread dissemination of the results of this evaluation to encourage the adoption and adaptation of plans being piloted; (2) Much more emphasis on integrated state-wide planning for training and utilizing funds from a variety of sources--several federal programs, state departments, local funds, foundation and other private funds; (3) Much more emphasis on development of models and strategies and on testing of programs prior to their widespread installation; and (4) Much more emphasis on dissemination of promising ideas and programs related to inservice training through films, television, conferences, and other means.

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Is PACE (School-Community Relations) ON TARGET

By

John W. Letson
Superintendent of Schools
Atlanta Public Schools
Atlanta, Georgia

The concept that the school is an inseparable part of the community it serves is not new. Educational literature is filled with reports of community involvement in the educational process, but in general these reported developments have been limited in design and application. In spite of hopeful trends, which have appeared on the horizon from time-to-time, and in spite of the many educators who have urged that the role of the school be expanded to encompass a larger view of the community and its needs, public education has not moved dramatically in this direction. Educational resources (physical and human) have not been utilized for maximum community benefit, and, equally limiting, education has been reluctant to utilize the community in establishing educational goals and in working for their accomplishment.

There are many reasons for the slow progress in developing desirable school-community relationships. In many communities the struggle to secure financial resources for even a limited educational program is part of the answer, but this does not explain the slow progress in establishing desirable school-community relationships which would not involve additional expenditures. As a matter of fact, such relationships would help assure a maximum return from educational expenditures regardless of the level. A factor more limiting than inadequate finance has been the inevitable resistance to change that has characterized many institutions, including the schools.

Title III was designed to make at least a start toward the elimination of both of these major inhibitors of desirable change. A hopeful purpose was to encourage the kind of school-community relationships that are increasingly recognized as not only essential but also urgent if education is to meet adequately the larger challenge it faces today.

This requirement has set in motion cooperative relationships of many types. As was expected, some "required" relationships have been artificial and limited; but, on the positive side, some have already demonstrated that educational improvement can best be achieved when school and community resources (not only financial) are utilized in defining needs and searching for the best solutions to local problems.

School-community relationships tend to be more meaningful and less artificially contrived if the involvement of affected school personnel is basic to the operation of the overall school program. Involvement in planning, conducting, and evaluating a Title III project has frequently stimulated an extension of the involvement principle that is so essential if the search for more effective educational practices is to be successful.

A good case can be made in support of the belief that innovation in education has been limited because of the absence of "risk capital." In many school systems the demand for more dollars to support the basic educational program left little leeway for experimentation and innovation, especially if the innovative program required an increase in the school budget. In private business such investments are offset by the expectation of future profits. The same is true in education except that profit is realized through the improved quality of the educational program and the improved performance of those who are a part of the educational effort.

Title III has provided at least a part of the urgently needed "risk capital" and is stimulating the discovery of improved educational programs and practices. Many of these improvements can be justified financially on the basis of the educational return from the dollars invested. The fact remains, however, that the continuation of the improved practices will, in most cases, require the expenditure of more dollars. As long as these dollars come from Title III funds, the local problem is less serious; but basic to the PACE program is the assumption that the cost of the continued implementation of significant discoveries can and will be absorbed into local

budgets. Hopefully this will prove to be the case, but there is real danger that many school systems will permit the improved practices resulting from a Title III project to disappear as the end of the funding period is reached. In many cases the competition for limited local school dollars will leave little choice.

A successful innovative program provides a built-in stimulation for the continuation of the improved practices. The greater the involvement of affected school personnel and related community groups, the more likely demonstrated improvements will continue. If it is true, however, as is stated in a majority of Title III applications, that the proposed projects could not be carried out if restricted to local resources, then their continuation following the grant period presents a major problem. The ultimate solution might involve some kind of continuation grant designed to cushion the shock many local school systems would experience at the end of the project period and termination of Title III funds. In any event the problem is of sufficient seriousness to justify careful consideration as plans are developed for future Title III operations.

The comments, observations and recommendations listed below are derived from a review of 30 Title III project applications which were pre-selected on the basis of school-community involvement in the accomplishment of stated objectives.

1. Educational innovations like other developments are directly related to time and place. What is innovative for one school or one community may be past history for another. The review and approval of applications should take this fact into consideration with full realization that a school and/or community must move from where it is rather than from some artifically determined point. Also, this purpose should be carefully balanced by the realization that it is unnecessary for any school or community to discover the wheel all over again.

2. There is great promise in the development of procedures and techniques that not only permit but also encourage school systems to work together. The following quotation from a project application illustrates this point:

   The unity and coherence of this first stage of Liberty's planning exists on a quite different level. It exists in that schools located within 15 school districts, in a region

notorious for jealously guarded local autonomy, are making a strong,concerted and thoughtful attempt to accomplish things together which certainly they could not accomplish alone. Title III ESEA is the catalyst which brought this situation about.

When the history of the Title III effort is written from the perspective of time, it may well be that the stimulation of cooperative undertakings among independent school systems will be judged the most valuable and lasting accomplishment. A review of projects now underway indicates that the discovery of patterns for cooperative action is an innovative accomplishment for many school systems. Some of the projects now applicable to only one system might have been improved had they been submitted as cooperative undertakings. A number of state departments of education have exercised leadership in this area, and many cooperative arrangements involving Title III projects have resulted from state encouragement and assistance. This appropriate state role should be continued and expanded. It has been demonstrated that many advantages derived from the consolidation of small systems into larger units can be achieved through a carefully designed, cooperative program. Also, as of incidental value, such programs can contribute to the ultimate transition to larger units. Thus Title III is stimulating educational improvements over and above the specific gains resulting from the achievement of immediate project goals. These long-range values should not be overlooked in determining which projects are most worthy of approval.

3. Among the 30 project applications reviewed were a number designed to achieve improved school-community relationships. These applications fell into two broad categories--those designed to develop, improve, and utilize community resources such as museums, symphony orchestras, theater groups, camps, and places of historical interest and those directed toward an extension of the school to provide expanded educational and recreational opportunities for the total community. Although these educational goals are not new, they are truly innovative as far as some communities and groups of communities are concerned. As illustrated by the projects reviewed, Title III has stimulated a number of creative approaches which have and will continue to pay educational dividends. These efforts should be continued and expanded with the hope

that ultimately no school will be artificially separate from the community it serves and no community will fail to utilize its total resources for maximum educational improvement. New patterns of operation and cooperation must be discovered and implemented if these goals are to be achieved. The full potential of the school as an institution able to serve the total community has seldom been realized. Efforts stimulated by Title III are definitely on the plus side, but these spotty successes also illustrate how far education must yet go if its full potential in the area of community involvement is to be realized.

4. The projects reviewed disclosed little evidence that on the local level Title III is combined with other resources (Title I, Title II, etc.) to assure a coordinated attack on educational problems and deficiencies. It is believed that such coordination is important if maximum returns are to be realized from the PACE program. In the absence of this kind of planning, Title III becomes a series of relatively isolated and unrelated projects, valuable in themselves, but not contributing in a maximum way to the overall improvement of education. Continued efforts should be made, through Title III guidelines and otherwise, to encourage the submission of project proposals which give evidence of overall planning. If Title III becomes a part of a broad design, which it can do through proper planning and coordination on the local level, maximum returns from the investment are more likely to be achieved. Priority consideration should be given project proposals developed in this manner.

5. In general the projects reviewed reflect tremendous promise that the various programs will produce significant improvements in school-community relations. The proposals reflect sincerity and determination on the part of local school personnel and confidence on the part of funding agencies. The continued search for better patterns of cooperation at all levels will pay ever increasing educational dividends.

Setting the *PACE* Through Title III

Dr. Gordon A. Hoke, Educational Specialist, Center for Instructional Research and Curriculum Evaluation, College of Education, University of Illinois, informed PACEreport that numerous factors affect programs of educational change, among them are power and influence wielded by individuals not directly involved in the special activities. According to Dr. Hoke, "If educational change is to take place in the countless small towns and rural districts across the nation, its spokesmen will have to display a better understanding of community dynamics and the multiple roles certain individuals can occupy." In summary, Dr. Hoke emphasizes that plans for introducing, implementing, and maintaining worthwhile projects can gain much by capitalizing on the goodwill of local teachers and citizens.

In Challenge and Change, a Title III publication of the Wabash Valley Education Center, West Lafayette, Indiana, Mrs. Linda Thompson a classroom teacher discusses several aspects of the Audio-Tutorial Science Program, sponsored by the Center. She states that the Center "is a means of individualizing science for children. Each classroom is equipped with a study carrel, cassette tape-recorder, earphones and other materials related to the lesson of the week. Each child has the opportunity to go to the carrel, put on the earphones, and listen to the lesson that is on the cassette. The child then makes specific responses to questions which he is asked on the tape." Mrs. Thompson indicates that "children and their parents have been very enthusiastic about the science lessons." The author also discusses the use of "science boxes" which she defines as a box containing simple experiment directions, materials, and an observation sheet. "When a child has finished his daily work, he may go to the science box, do the experiment, and comment on his observation sheet." Examples are planting seeds, making simple machines, and magnetic experi-

ments. The author also discusses a "discovery corner" used by second and third grade teachers. The teachers placed simple directions and a microscope in a carrel, and during the week each child was given an opportunity to observe the experiment. At the end of the week a discussion was held on the observation results and discoveries. The project gave the children training in inquiry techniques, practical record keeping, and encouraged their interest in science.

Teachers Share Classroom Ideas in Charlotte, North Carolina. "Ideas like stars, light the way to distant goals....Serving as a stimulant, ESEA provides an opportunity for classroom ideas to be shared among the staffs of the elementary schools through SPOTLIGHTING IDEA EXCHANGE. This monthly publication is a cooperative endeavor of the teachers at Bruns Avenue, First Ward, Hoskins, Huntersville, and Matthews Elementary Schools.

Each teacher spotlights one classroom experience for exchange. Ideas vary from month to month and cover a wide range of suggestions. A teaching tip...a game...a new material...a technique...or a creative approach make up approximately one hundred ideas submitted each month. These ideas for exchange are briefly described with appropriate references to grade level, materials required, and equipment needed. Interspersed among these ideas are addresses for free materials and descriptions of experimental and innovative programs. SPOTLIGHTING IDEA EXCHANGE is circulated to each staff member of the participating schools."

-The Charlotte-Mecklenburg School Report-

Educational Product Report, Volume 2, Number 5, for February 1969, emphasizes "evaluation." Dr. P. Kenneth Komoski, Project Director of The Educational Products Information Exchange Institute, 38 Park Avenue South, New York, New York, 10016, informed PACEreport that single copies of the report are $5.00 for non-members of EPIE and $3.00 for members. A regular (subscribing) membership in EPIE is $35.00 and includes nine separate reports during the year. A copy of Educational Product Report will be mailed free to any "PACE project that enrolls as a regular member of EPIE by June 30th," according to Dr. Komoski.

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The Washington State legislature has officially approved a $1,000,000.00 line item in the education budget for the continuation of a cultural arts program which, for the past three years, has been funded through Title III. This is a program which has provided cultural enrichment to the boys and girls throughout the state, from the remote Indian villages to the large metropolitan areas.

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Mr. Rich Boyd, State Title III Coordinator, reports from Washington State that, "We feel that in order to be effective, there must be built into each project objectives that are measurable, an evaluation strategy that is workable, and a budget that reflects planning."

The State of Washington conducted two three-day workshops for new project personnel and one three-day workshop for those involved in projects which have been in operation, according to Mr. Boyd. He stated that these sessions "were so structured that we were able to individualize the major share of activities. We think they were successful, and that in the future, evaluation will be more than sets of meaningless data and testimonials."

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In a recent report by Charles S. Benson and James W. Guthrie, entitled "An Essay on Federal Incentives and Local and State Educational Initiative," a suggestion is made that Title III projects have been particularly effective in encouraging: (1) experimentation with new instructional modes and curricula formats, (2) development and adoption of useful new educational technology, (3) initiation of systematic resource allocation, (4) cooperation and resource sharing among local school districts, (5) establishment of exemplary special education programs, and (6) the provision of badly needed incentives to persons in education with extraordinary talents.

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A "National Conference on Individualization of Instruction" sponsored by the Student-Oriented Classroom Project, ESEA, Title III, will be held in Hagerstown, Maryland, from July 15-18, 1969. According to Charles E. Johnson, SOC Coordinator, Box 730, Hagerstown, Maryland 21740; the program will highlight the direction of modern education, systems and education, instructional objectives and the "learning package," individualized learning, media selection and usage, student-oriented learning, and evaluation for innovation. The "Performance Conference--not a sit-in" will be limited to 90 administrators and teachers including 20 selected nationally.

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A "Summer Institute in the Preparation of Instructional Objectives," will be sponsored by the Center for the Study of Evaluation at U.C.L.A. from July 7 to August 1, 1969. In the three-quarter credit course, selected teachers and supervisors will write instructional objectives and measurement items in four different subject areas--mathematics, elementary reading, English literature, and primary physical education. Objectives and items will be developed in other subject matter areas as well as at the Center which "serves the Nation's schools in a unique way...through dissemination, development, and by acting as a depository for instructional objectives." The executive officer of the program is Ron McIntire, Instructional Objectives Exchange, UCLA, 145 Moore Hall, Los Angeles, California 90024.

Evaluation of *PACEreport*

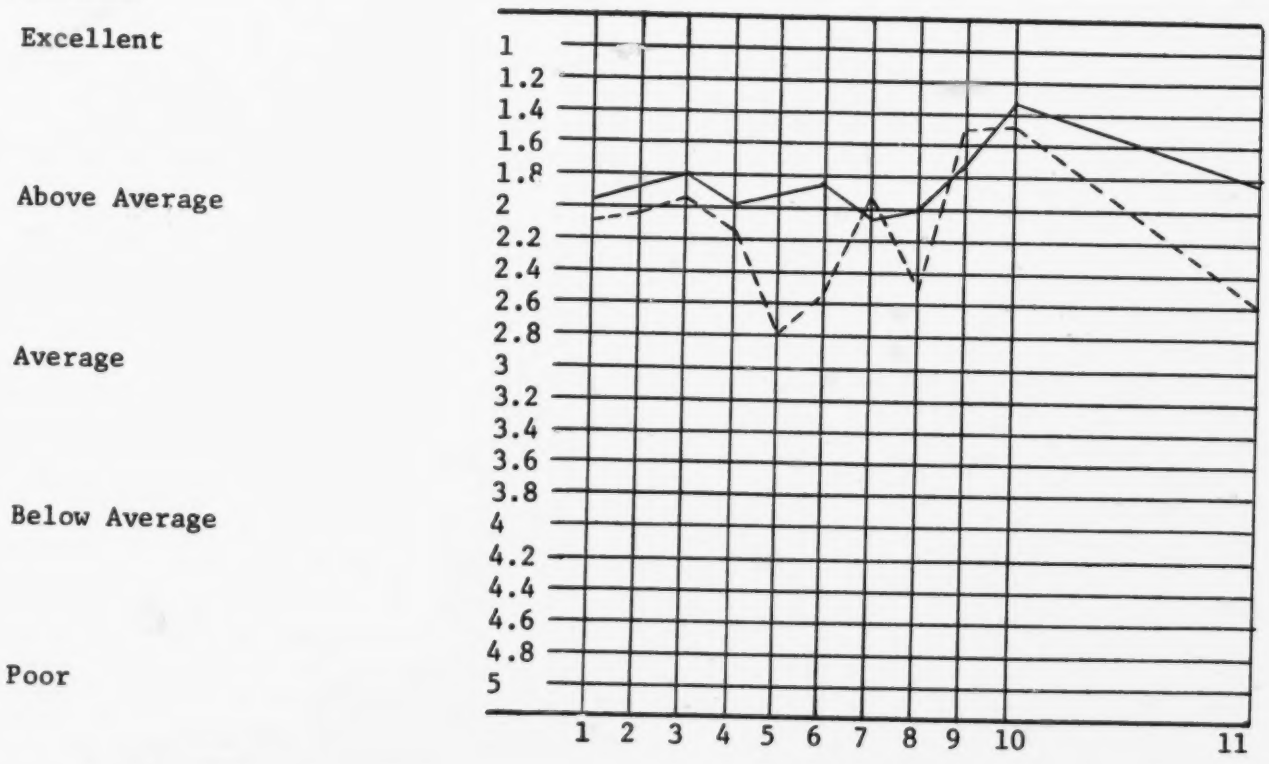
The first evaluation of PACEreport was conducted in December, 1967. As a result of the evaluation, several changes were made in the publication to make it more responsive to the needs and wishes of the readers. In October, 1968, a second evaluation of PACEreport was made using the same instrument.

The following is a comparison of the first and the second evaluations of PACEreport. Readers were asked to answer each of ten questions by writing in the number that best expressed their view.

QUESTIONS

2. _____ Has the general information contained in PACEreport been useful?
3. _____ Do you find it helpful when we list, or discuss, some problems associated with a particular Title III project?
4. _____ What is your opinion of the layout and design of PACEreport?
5. _____ What is your general opinion of the content of the first nine issues and this present one?
6. _____ How much of the issues do you read carefully, generally speaking?
7. _____ What should be the future emphasis of PACEreport on local projects?
8. _____ Thus far, we have been devoting a major section of an issue to a particular area of interest, or to a particular problem (example: the May-June issue on Urban Education). Do you agree with this approach?
9. _____ How would you rate the accuracy of what is included?
10. _____ Might you find it useful if we included findings on completed projects?
11. _____ On the basis of the issues published to date, how do you rate PACEreport?

RESULTS



Questionnaire I Rating _ _ _ Questionnaire II Rating _____

END

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